

Refrigerator Notes and Handouts Follow Through With Commands



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Follow Through With Limit Setting

HOME ACTIVITIES FOR THE WEEK



To Do:

- **GIVE** a command only when you are prepared to follow through with it.
- **IGNORE** inappropriate responses to commands.
- **AVOID ARGUING** with your child about rules and commands.
- **USE A DISTRACTION** or a diversion after you tell your child that he or she cannot do something.
- **PRAISE** your child for complying with commands.
- Make a list of behaviors you would like to see less of on the Behavior Record handout.
- **CALL YOUR BUDDY** from the group and share ideas about Limit Setting.



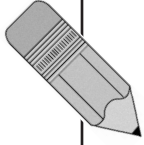
To Read:

- Handouts and Chapter 8, *Ignore* & Chapter 13, *Teaching Friendship Skills*, in **The Incredible Years** book.

Caution: Remember to continue playing!



"Reduce your commands to the most important ones."



Home Activities

RECORD SHEET: COMMANDS

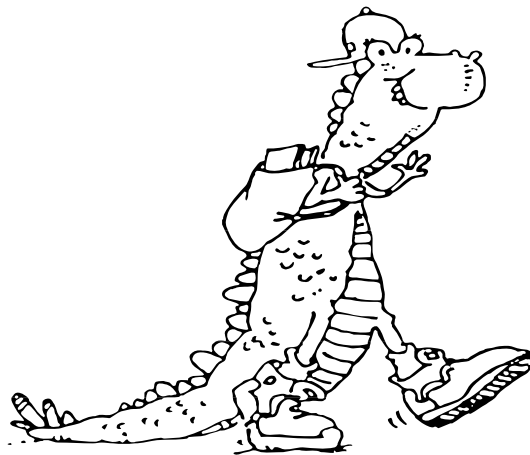
Date	Time	Commands Given	Child's Response	Parent's Response
Example	5-5:30 p.m.	"Put the toys away."	Child puts toys away	"Thank you for putting the toys away."
1st Day				
2nd Day				
		Example of When/Then Command		

1. How many play sessions did you have this week? _____
2. What positive behaviors are you working on praising? _____

REFRIGERATOR NOTES

WHEN YOU HAVE TO TELL YOUR CHILD "NO"

- Clearly set the limit calmly and briefly
- Ignore protests or tantrums which result because of the limit set
- When child is calm again, redirect or distract him with something else interesting
- Remove the object (e.g., food item or toy) that is not allowed so it is not tempting (disconnect computer)
- Tell your child yes when you can
- Give a direction that tells your child what he CAN do as an alternative to what he can't do
- Offer limited choices when possible
- Respond with humor or a song
- Turn tasks into games, for example, "fly" to the bathroom, or make a "train" to the bedroom.
- Don't give a lot of attention to your child's protests or "no" –ignore, redirect, or change the subject so it is not reinforced with attention
- Monitor how many "nos" you give and see if they are necessary.



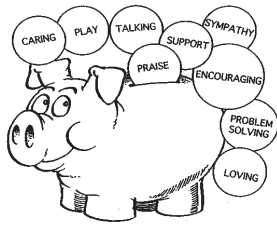


Buzz—Goals for Discipline

Think about what you want to accomplish with your discipline and what you want to avoid.



What you want to accomplish	What you want to avoid



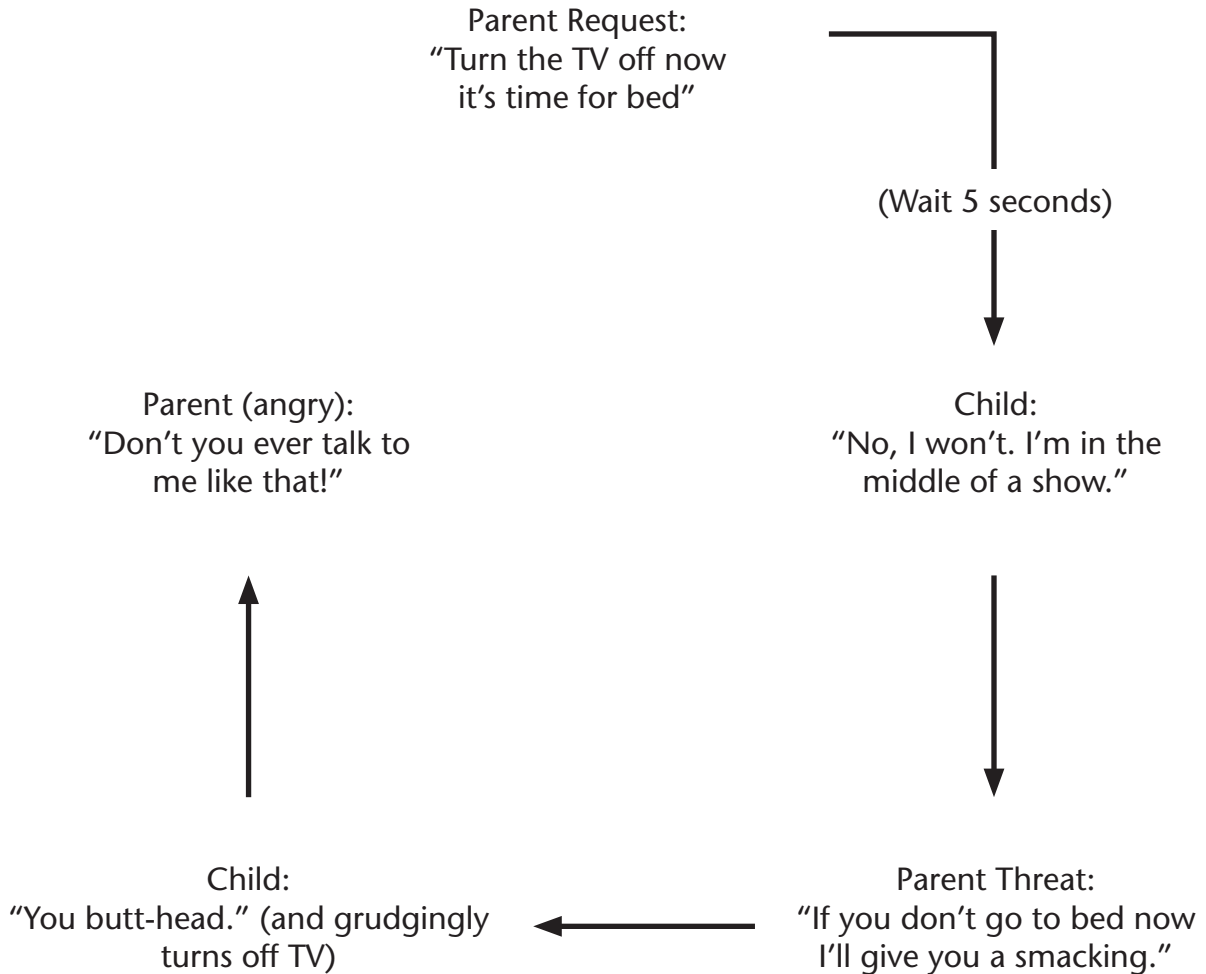
Handout BEHAVIOR RECORD

Praise "Positive Opposites"

Behaviors I want to see less of: (e.g., yelling)	Positive opposite behavior I want to see more of: (e.g., polite voice)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

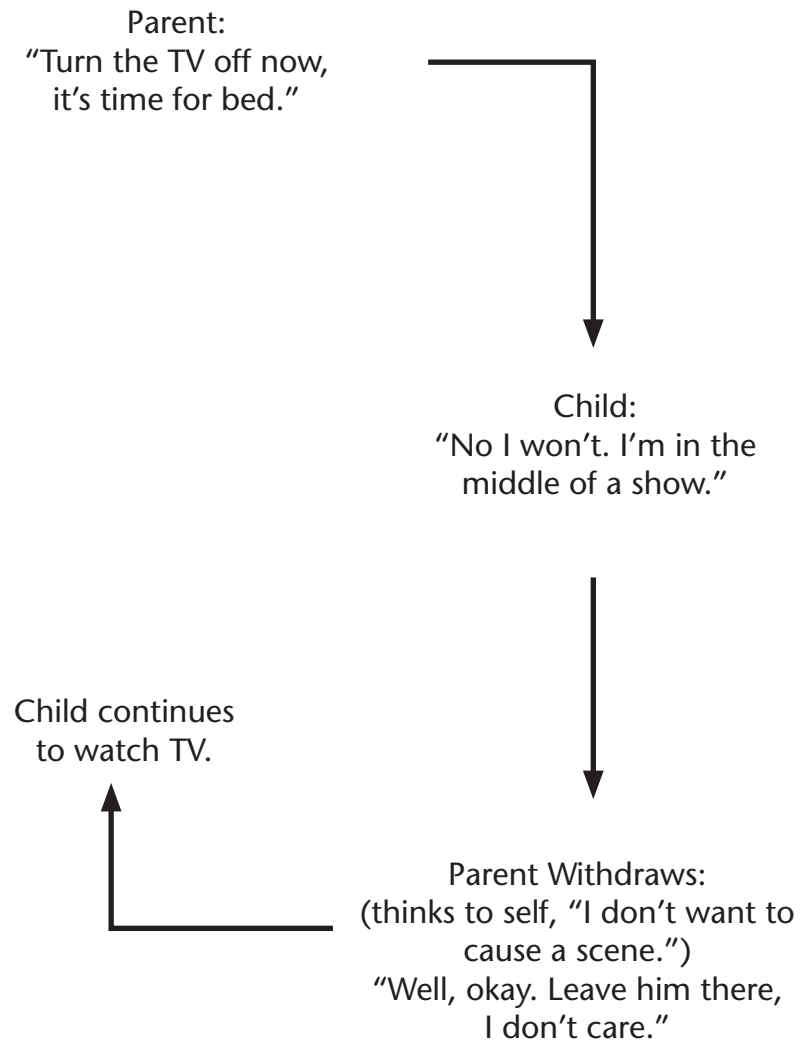
Scenario # 1

***Anger Trap:
Who is Reinforced for What Behavior?***



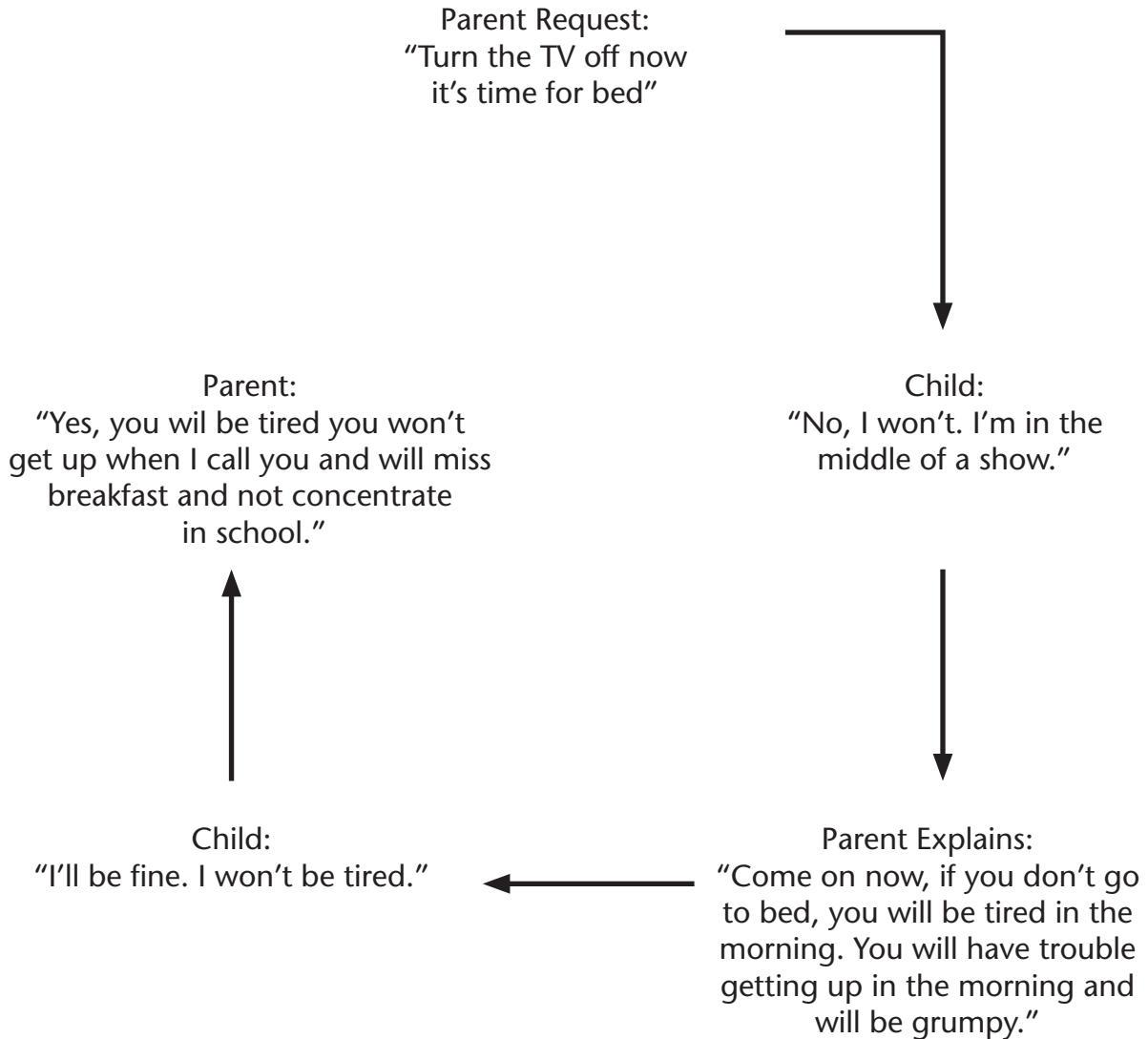
Scenario #2

Avoidance Trap: Who is Reinforced for What Behavior?



Scenario #3

***Justification Trap:
Who is Reinforced for What Behavior?***



Scenario #4

Giving In Trap: Who is Reinforced for What Behavior?

